

M E M O R A N D U M

October 14, 1999

TO: Special Education Administrator

FROM: Lynn Busenbark, Ph.D.
Exceptional Student Services

DATE: October 29, 1999

SUBJECT: Policies and Procedures under IDEA '97

Following the March 1999 release of the federal regulations for the Individuals with Disabilities Education Act of 1997, each LEA in the State must resubmit its implementing policies and procedures (P&P) to the ADE. To assist with your review and revision of your P&P, the ADE/ESS has developed a series of checklists that cover the special education requirements. These checklists are enclosed.

The checklists are structured in such a way that you may use them for several purposes.

- If you have previously revised your policies and procedures, you may use the checklists to verify that you have covered all of the requirements.
- If you have not yet revised or developed P&P, you may use the checklists as a skeleton upon which to build effective guidelines.

If you want to access an electronic copy of the checklists, you may do so from our website at **<http://www.ade.state.az.us/programs/assistance/ess/pp>**

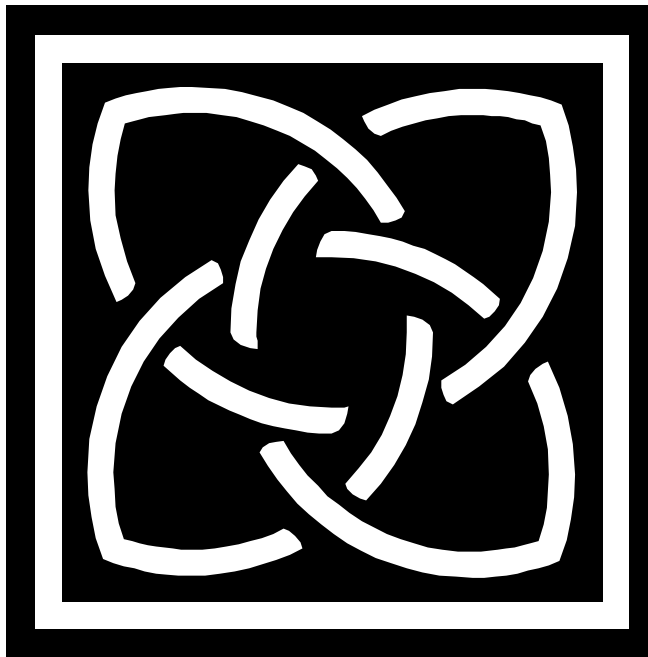
Your IDEA '97 compatible policies and procedures must be submitted to the ADE/ESS **no later than March 1, 2000**. This will allow us sufficient time to review them and establish your eligibility for FY 2001 IDEA funding. You must submit P&P even if you do not anticipate applying for IDEA funding.

When you submit your document to us, please submit the checklists indicating where in your P&P each requirement is met. There is a "locator" space for this purpose. We will have approximately 500 documents to review by May and this will facilitate our timeliness in establishing your school's eligibility for funding. We will use a "first in, first out" review process, so you may find it beneficial to submit your documents well before the deadline.

If you have any questions, please call your ESS specialist at (602) 364-4000.

SPECIAL EDUCATION

**POLICIES AND PROCEDURES
A CHECKLIST APPROACH**



**THE ARIZONA DEPARTMENT OF EDUCATION
EXCEPTIONAL STUDENT SERVICES
OCTOBER 1999**

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FREE APPROPRIATE PUBLIC EDUCATION (FAPE) CHECKLIST

Public Agency: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATER YES NO

_____ ☐ ☐ A. The public agency ensures that all children with disabilities aged 3 through 21 within its jurisdiction have the right to a free appropriate public education (FAPE), including children with disabilities who are advancing from grade to grade. FAPE shall also be provided to students who have been suspended or expelled from school in accordance with §§300.300(a) and 300.121(e).

DEFINITIONS

- The term "free appropriate public education" or FAPE means special education and related services that
- _____ a. are provided at public expense, under public supervision and direction, and without charge;
 - _____ b. meet the standards of the State education;
 - _____ c. include preschool, elementary school or secondary school education; and
 - _____ d. are provided in conformity with an individualized education program (IEP) that meets the requirements of §§300.340-300.350.

Procedures include, but are not limited to:

Free appropriate public education (FAPE) §300.121

- _____ ☐ ☐ 1. FAPE will be made available to each child with disabilities who is in need of special education and related services even though the child is advancing from grade to grade, §§300.121 (a) and 300.121(e)(1).
- _____ ☐ ☐ 2. Services in accordance with §300.121 will be made available for a child with a disability who has been removed from his or her current educational placement for disciplinary reasons for more than 10 school days.
- _____ ☐ ☐ 3. FAPE will be made available to students who have graduated, but have not been awarded a regular high school diploma (§300.122).

CHILD FIND CHECKLIST

Public Agency: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATER **YES** **NO**

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. All children with disabilities, including those attending private schools who are in need of special education and related services shall be identified, located and evaluated (§300.125). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. A practical method shall be developed and implemented to determine which children are currently receiving needed special education and related services (§300.125). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | C. This policy applies to highly mobile children with disabilities and children that are suspected of being a child with a disability under §300.7 and in need of special education, even though they are advancing from grade to grade. (§300.125). |

Procedures include, but are not limited to:

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. The agency will maintain documentation of the public awareness efforts to inform the public and parents within their jurisdiction, including private and religious schools, of the availability of special education services (§300.125, AAC R702-401). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. Screening activities will be implemented for all newly enrolled students and those transferring in without sufficient records. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. The screening will be completed within 45 days of enrollment. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. The screening will include consideration of academic or cognitive, vision, hearing, communication, emotional and psychomotor domains (AAC R7-2-401(c)). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 5. The public agency will maintain documentation and annually report the number of children with disabilities within each disability category that have been identified, located and evaluated (§300.125). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 6. For children and youth enrolled in private or religious schools, the public agency will consult annually with those schools to determine the number of students identified as eligible for special education and related services regardless to whether they are receiving services (§300.454). |

<u>LOCATER</u>	<u>YES</u>	<u>NO</u>
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|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <p>7. Children participating in early intervention services who are expected to participate in preschool programs for children with disabilities will be assured a smooth and effective transition including:</p> <p>—— a. transition conferences will be arranged for children between the ages of 2 years, 6 months and 2 years, 9 months;</p> <p>—— b. by a child third birthday, an IEP or IFSP will be developed and implemented to ensure FAPE. (§300.132); and</p> <p>—— c. for children who turn 3 years of age during the summer, the IEP team will determine the date for initiation of services including eligibility for extended school year services. (§300.121, AAC R7-2-401 (c).</p> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <p>8. The public agency will refer children suspected of having a disability aged birth through two years to the Arizona Early Intervention Program for evaluation and, if appropriate, services.</p> |

EVALUATION AND ELIGIBILITY DETERMINATION CHECKLIST

Public Agency: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATER **YES** **NO**

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <p>A. A full individual initial evaluation shall be conducted for each child before the initial provision of special education and related services to a child or youth with a disability §300.531.</p> <p>_____ 1. to determine if the child is a "child with a disability" under (§300.7-§300.531 and ARS-15-761).</p> <p>_____ 2. to determine the educational needs of the child.</p> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <p>B. Procedures shall be established for conducting evaluations in accordance with the requirements described in (§§300.532-300.536, ARS-15-766).</p> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <p>C. The child's MET/IEP team and other qualified professionals shall review existing evaluation data, and collect additional data, if necessary and use the results of the evaluation to determine category of eligibility and the need for special education and related services (§§300.7-300.534-300.535-ARS 15-761 and ARS 15-766).</p> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <p>D. The MET/IEP team shall use the results of the evaluation to develop the initial IEP or to review and revise an existing IEP (§§300.340-300.350 and ARS 15-761).</p> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <p>E. A re-evaluation of each child shall be conducted every three years in accordance with §§300.532-300.534 and 300.536</p> |

PROCEDURES FOR INITIAL EVALUATION AND REEVALUATION AND ELIGIBILITY DETERMINATION

Procedures include, but are not limited to:

Procedures for initial evaluation (§§ 300.531 AND 300.532)

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <p>1. Tests and other evaluation materials used to assess a child are</p> <p>_____ a. selected and administered so as not to be discriminatory on a racial or cultural basis; and</p> <p>_____ b. provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so.</p> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <p>2. Materials and procedures used to assess a child with limited English proficiency will be selected and administered to measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.</p> |

<u>LOCATER</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	3. A variety of assessment tools and strategies will be used to gather relevant functional and developmental information about the child, including information provided by the parent.
_____	<input type="checkbox"/>	<input type="checkbox"/>	4. Information related to enabling the child to be involved in and progress in the general curriculum, or for a preschool child, to participate in appropriate activities will be included.
_____	<input type="checkbox"/>	<input type="checkbox"/>	5. The information gathered will assist in determining: whether the child is a child with a disability; and the development of the child's IEP.
_____	<input type="checkbox"/>	<input type="checkbox"/>	6. Any standardized tests that are given to a child will be _____ a. validated for the specific purpose for which they are used; and _____ b. administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
_____	<input type="checkbox"/>	<input type="checkbox"/>	7. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions will be included in the evaluation report.
_____	<input type="checkbox"/>	<input type="checkbox"/>	8. Tests and other evaluation materials will be selected to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
_____	<input type="checkbox"/>	<input type="checkbox"/>	9. Tests will be selected and administered to a child with impaired sensory, manual, or speaking skills to accurately reflect the test results of the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
_____	<input type="checkbox"/>	<input type="checkbox"/>	10. No single procedure will be used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
_____	<input type="checkbox"/>	<input type="checkbox"/>	11. The child will be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities and the need for assistive technology.
_____	<input type="checkbox"/>	<input type="checkbox"/>	12. The evaluation will be sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
_____	<input type="checkbox"/>	<input type="checkbox"/>	13. Technically sound instruments will be used that may assess the cognitive and behavioral factors, in addition to physical or developmental factors.
_____	<input type="checkbox"/>	<input type="checkbox"/>	14. Assessment tools and strategies will be used to provide relevant information that directly assists persons in determining the educational needs of the child.

LOCATER YES NO**Re-evaluation (§§300.334, 300.536 and 300.543)**

- _____ ☐ ☐ 15. A re-evaluation will be conducted every three years **or** if conditions warrant a re-evaluation, if the child's parent or teacher requests a re-evaluation, or before determining that the child is no longer a child with a disability.
- _____ ☐ ☐ 16. A re-evaluation will be not required before the termination of a student's eligibility due to graduation with a regular high school diploma, or when a student exceeds the age eligibility for FAPE under the State law

Determination of needed evaluation data for initial evaluation and reevaluation (§§300.533 AND ARS15-766)

- _____ ☐ ☐ 17. The MET/IEP team and other qualified professionals, as appropriate, will review existing data on the child, including
 _____ a. evaluations and information provided by the parents of the child;
 _____ b. current classroom-based assessments and observations; and
 _____ c. observations by teachers and related services providers.
- _____ ☐ ☐ 18. On the basis of that review, and input from the child's parents, the MET/IEP team and other qualified professionals will identify what additional data, if any, are needed to determine eligibility.

If the determination is that no additional data are needed

- _____ ☐ ☐ 19. The public agency will notify the child's parents
 _____ a. of that determination and the reasons for it; and
 _____ b. of the right of the parents to request an assessment to determine whether the child continues to be a child with a disability.
- _____ ☐ ☐ 20. No assessment will be **required** unless requested by the child's parents to determine eligibility.
- _____ ☐ ☐ 21. The MET/IEP team will provide a copy of the evaluation report and documentation of eligibility to the parents.

If additional data are needed

- _____ ☐ ☐ 22. The MET/IEP team will provide procedural safeguards notice, prior written notice, and obtain informed parent consent .
- _____ ☐ ☐ 23. The public agency will administer tests and other evaluation materials as may be needed to determine if the child is a child with a disability under §300.7.and ARS 15-761.

LOCATER YES NO**Determination of eligibility (§§§300.533 – 300.536 – 300.540 and ARS 15-761)**

- _____ ☐ ☐ 24 The MET/IEP team and other qualified professionals and the parents of the child will determine whether the child has a disability, or continues to be a child with a disability, as defined in §300.7, ARS 15-761.
- _____ ☐ ☐ 25. Based on the review of data, and input from the child's parents and the MET/IEP team determines
- _____ a. if the child has a category of disability, or in the case of reevaluation, if the child continues to have a disability;
- _____ b. if the child needs special education and related services, or in the case of a reevaluation, if the child continues to need special education and related services; and
- _____ c. the present levels of performance and other educational needs of the child;
- _____ d. if any additions or modifications to the special education and related services will be needed to enable the child to meet the measurable annual goals established in the IEP and to participate in the general curriculum, as appropriate.
- _____ ☐ ☐ 26. In interpreting evaluation data for the purpose of determining if, a child is a child with a disability the MET/IEP will draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and consider and document all information obtained from all of these sources.
- _____ ☐ ☐ 27. A child may not be determined to be eligible
- _____ a. If the determinant factor for the eligibility determination is
- _____ i. lack of instruction in reading or math; or
- _____ ii. limited English proficiency ; an
- _____ b. child does not otherwise meet the eligibility criteria under §§300.7-300.543 and ARS 15-761.
- _____ ☐ ☐ 28. For a child suspected of having a specific learning disability, the documentation of the team's determination of eligibility will include:
- _____ a. whether the child has a specific learning disability;
- _____ b. the basis for making the determination;
- _____ c. the relevant behavior noted during the observation of the child;
- _____ d. the relationship of that behavior to the child's academic functioning;
- _____ e. the educationally relevant medical findings, if any;
- _____ f. whether there is severe discrepancy between achievement and ability that is not correctable without special education and related services; and
- _____ g. the determination of the team concerning the effects of environment, cultural or economic disadvantage.

LOCATER YES NO

- ____ h. each team member will certify in writing whether the report reflects his/her conclusion, if it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.

Evaluation Report

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 29. The MET/IEP team and other qualified professionals including the parents of the child will determine whether the child is a child with a category of disability or, in the case of a reevaluation, if the child continues to be a child with a disability, as defined in §300.7 and ARS 15-761. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 30. The evaluation report will include: <ul style="list-style-type: none"> ____ a. a review of current evaluations, including types of tests and results of those test ____ b. educational history including the reason for referral, current classroom-based assessments, and observations by teachers and related service providers ____ c. information provided by the parents, including medical and developmental history ____ d. determination of whether the child's educational problems are related to or resulting from reason of educational disadvantage. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 31. The MET/IEP team will provide a copy of the evaluation report and the documentation of determination of eligibility to the parent. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 32. The evaluation report will also include general information pertaining to: <ul style="list-style-type: none"> ____ a. whether the child has a category of disability or, in the case of reevaluation if the child continues to be a child with a category of disability. ____ b. the present levels of performance and educational needs; ____ c. whether the child needs special education and related services or continues to need special education and related services. ____ d. whether any additions and modifications to special education and related services needed to meet the measurable annual goals established in the IEP and to participate, as appropriate, in the general curriculum. |

INDIVIDUALIZED EDUCATION PROGRAMS (IEP) CHECKLIST

Public Agency: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

The policy assures that:

LOCATER YES NO

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. An individualized education program (IEP) shall be in effect for each child with a disability at the beginning of each school year (§300.342). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. Meetings shall be initiated and conducted for the purpose of developing, reviewing, and revising the IEP of a child with a disability (§§300.343-300.344;-300.346-300.349; and 300.311). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | C. An IEP shall be developed and implemented for each eligible child served by the public agency and each eligible child placed in or referred to a private school or facility by the public agency (§§300.342-300.346;-300-347; and 300.349). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | D. One or both parents of a child with a disability will be invited to each IEP meeting and will be afforded the opportunity to participate (§§300.344 and 300-344). |

PROCEDURES FOR DEVELOPMENT AND IMPLEMENTATION OF THE IEP

When IEP must be in effect (§300.342) and IEP meetings (§300.343)

- | | | | | | | | |
|-------|--|--------------------------|---|-------|---|-------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. An IEP will be in effect before special education and related services are provided to an eligible child under §300.342. | | | | |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. The IEP will be implemented as soon as possible following the IEP meeting. | | | | |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. The child's IEP will be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. | | | | |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. Each teacher and provider will be informed of <table border="0" style="margin-left: 20px;"> <tr> <td style="width: 20px;">_____</td> <td>a. his or her specific responsibilities related to implementing the child's IEP</td> </tr> <tr> <td>_____</td> <td>b. the specific accommodations, modifications, and supports that will be provided for the child in accordance with the IEP (§300.342).</td> </tr> </table> | _____ | a. his or her specific responsibilities related to implementing the child's IEP | _____ | b. the specific accommodations, modifications, and supports that will be provided for the child in accordance with the IEP (§300.342). |
| _____ | a. his or her specific responsibilities related to implementing the child's IEP | | | | | | |
| _____ | b. the specific accommodations, modifications, and supports that will be provided for the child in accordance with the IEP (§300.342). | | | | | | |

LOCATER **YES** **NO**

- _____ ☐ ☐ 5. A meeting to develop an IEP for the child with a disability will be conducted within 30 days of a determination that the child needs special education and related services.
- _____ ☐ ☐ 6. In the case of a child with a disability aged 3 through 5, an IFSP developed in accordance with §§ 300.341-300.346 and §§300.349-300.350 may serve as the IEP of the child if using an IFSP is agreed to by the agency and the child's parent.
- _____ ☐ ☐ 7. The child's parents will be provided a detailed explanation of the differences between an IFSP and an IEP; and if the parents choose an IFSP, written informed consent is obtained from the parents.

Review and revision of the IEPs (§300.343(c))

- _____ ☐ ☐ 8. The IEP team will review the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved.
- _____ ☐ ☐ 9. The IEP team will revise the IEP as appropriate to address
- _____ a. any lack of expected progress toward the annual goals described in §300.347(a) and in the general curriculum;
 - _____ b. the results of any reevaluation conducted under §300.536;
 - _____ c. information about the child provided to, or by, the parents, as described in §300.533(a)(1);
 - _____ d. the child's anticipated needs; or
 - _____ e. other matters.

IEP team (§300.344)

- _____ ☐ ☐ 10. The IEP team for each child with a disability will include
- _____ a. the parents of the child;
 - _____ b. at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - _____ c. at least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
 - _____ d. a representative of the public agency who
 - i. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities
 - ii. is knowledgeable about the general curriculum
 - iii. is knowledgeable about the availability of resources of the public agency
 - _____ e. an individual who can interpret the instructional implications of evaluation results;

LOCATER YES NO

- ____ f. at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- ____ g. if appropriate, the child.

Transition Service Participants (§300.344)

- ____ ☐ ☐ 11 A child of any age may be invited to his or her IEP meeting if the purpose will be consideration of transition services needs or transition services (§300.347(b)(1-2))
- ____ a. If the student does not attend the IEP meeting, the public agency will take other steps to ensure that the student's preferences and interests are considered.
- ____ ☐ ☐ 12. In implementing the requirements of §300.347(b)(2)
- ____ a. the public agency also will invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- ____ b. if an agency invited to send a representative to a meeting does not do so, the public agency will take other steps to obtain participation of the other agency in the planning of any transition services.

Parents participation (§300.345)

- ____ ☐ ☐ 13. Parents will be present or afforded the opportunity to participate in each IEP meeting. Efforts will include:
- ____ a. notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- ____ b. scheduling the meeting at a mutually agreed on time and place.
- ____ ☐ ☐ 14. The meeting notice will:
- ____ a. indicate the purpose, time, and location of the meeting and who will be in attendance; and
- ____ b. inform the parents of the provisions in §300.344(a)(6) and (c) relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child.
- ____ ☐ ☐ 15. For a student with a disability beginning at age 14 (or younger, if appropriate) the notice will also:
- ____ a. indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in §300.347(b)(1); and
- ____ b. indicate that the agency will invite the student.

<u>LOCATER</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	16. For a student with a disability beginning at age 16 (or younger, if appropriate) the notice will: ____ a. indicate that a purpose of the meeting is the consideration of needed transition services for the student required in (§300.347(b)(2)); ____ b. indicate that the agency will invite the student; and ____ c. identify any other agency that will be invited to send a representative.
_____	<input type="checkbox"/>	<input type="checkbox"/>	17. If neither parent can attend, the public agency will use other methods to ensure parent participation, including individual or conference telephone calls.
_____	<input type="checkbox"/>	<input type="checkbox"/>	18. A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case the public agency will have a record of its attempts to arrange a mutually agreed on time and place, such as ____ a. detailed records of telephone calls made or attempted and the results of those calls; ____ b. copies of correspondence sent to the parents and any responses received; and ____ c. detailed records of visits made to the parent's home or place of employment and the results of those visits.
_____	<input type="checkbox"/>	<input type="checkbox"/>	19. The public agency will take whatever action is necessary to help the parent understand the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
_____	<input type="checkbox"/>	<input type="checkbox"/>	20. The public agency will give the parent a copy of the child's IEP at no cost to the parent.
			Development, review, and revision of IEP (§300.346)
_____	<input type="checkbox"/>	<input type="checkbox"/>	21. In developing each child's IEP, the IEP team will consider ____ a. the strengths of the child and the concerns of the parents for enhancing the education of their child; ____ b. the results of the initial or most recent evaluation of the child; and ____ c. as appropriate, the results of the child's performance on any general State or district-wide assessment programs.
_____	<input type="checkbox"/>	<input type="checkbox"/>	22. In consideration of special factors, the IEP team also will ____ a. in the case of a child whose behavior impedes his or her learning or that of others, consider strategies (including positive behavioral interventions, strategies, and supports) to address that behavior; ____ b. in the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;

LOCATER YES NO

- ____ c. in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;
- ____ d. consider the communication needs of the child;
- ____ e. in the case of a child who is deaf or hard of hearing, consider:
 - i. the child's language and communication needs
 - ii. opportunities for direct communications with peers and professional personnel in the child's language and communication mode
 - iii. academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode
- ____ (f) consider whether the child requires assistive technology devices and services;
- ____ (g) if the IEP team, in considering the special factors, determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the child to receive FAPE, the IEP team must include a statement to that effect in the child's IEP.

- _____ ☐ ☐ 23. The regular education teacher of a child with a disability, as a member of the IEP team, will to the extent appropriate, participate in the development, review, and revision of the child's IEP, including assisting in the determination of
- ____ a. appropriate positive behavioral interventions and strategies for the child
 - ____ b. supplementary aids and services, program modifications, or supports for school personnel that will be provided for the child, consistent with §300.347(a)(3).

Content of IEP (§300.347)

- _____ ☐ ☐ 24. The IEP for each child with a disability will include
- ____ a. a statement of the child's present levels of educational performance, including
 - i. how the child's disability affects the child's involvement and progress in the general curriculum
 - ii. for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities
 - ____ b. a statement of measurable annual goals (statement of amount of progress expected), including benchmarks (major milestones), or short-term objectives (measurable intermediate steps), related to

LOCATER **YES** **NO**

- i. meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children),
 - ii. for preschool children, as appropriate, to enable the child to participate in appropriate activities;
 - iii. meeting each of the child's other educational needs that result from the child's disability
- ___ c. a statement of the special education and related services to be provided;
- ___ d. a statement of supplementary aids and services to be provided to the child or on behalf of the child (services provided to the parents or teachers of the child to help them more effectively work with the child):
- ___ e. a statement of the program modifications or supports for school personnel that will be provided for the child
 - i. to advance appropriately toward attaining the annual goals
 - ii. to be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities (LRE)
 - iii. to be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities (LRE);
- ___ f. an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities (LRE)
- ___ g. a statement of any individual accommodations and modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment (LRE)
- ___ h. if the IEP team determines that the child will *not* participate in a particular State or district-wide assessment of student achievement (or part of an assessment), a statement of
 - i. why that assessment is not appropriate for the child
 - ii. how the child will be assessed
- ___ i. the projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications; and
- ___ j. a statement of
 - i. how the child's progress toward the annual goals will be measured
 - ii. how the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, of
 - 1.) their child's progress toward the annual goals; and
 - 2.) the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

<u>LOCATER</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	24. The IEP will include transition service planning as follows: _____ a for each student with a disability beginning at age 14 (or younger), a statement of the transition service needs of the student that focus on the student's courses of study (such as participation in advanced-placement courses or a vocational education program) _____ b the statement of transition service needs will be updated annually _____ c for each student beginning at age 16 (or younger), a statement of needed transition services for the student _____ d a statement of the interagency responsibilities or any needed linkages will be included, if appropriate.
_____	<input type="checkbox"/>	<input type="checkbox"/>	25. Beginning at least one year before a student reaches the age of 18, the student's IEP will include a statement that the parents and the student have been informed of the rights, if any, that will transfer to the student on reaching the age of 18, consistent with §300.517.
_____	<input type="checkbox"/>	<input type="checkbox"/>	26. If a participating agency, other than the public agency, fails to provide the transition services described in the IEP, the public agency will reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
_____	<input type="checkbox"/>	<input type="checkbox"/>	27 The IEP team may modify the IEP and placement of a student with a disability who is convicted as an adult under State law and incarcerated in an adult prison, if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.
_____	<input type="checkbox"/>	<input type="checkbox"/>	28. The IEP for a child who requires residential placement will include exit criteria that indicate when the educational placement of the child will be reviewed to determine if the child can move to a less restrictive placement (ARS §15-765(k).
IEP accountability (§300.350)			
_____	<input type="checkbox"/>	<input type="checkbox"/>	29. The public agency will provide special education and related services to a child with a disability in accordance with the child's IEP
_____	<input type="checkbox"/>	<input type="checkbox"/>	30. The public agency will make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

LEAST RESTRICTIVE ENVIRONMENT (LRE) CHECKLIST

Public Agency: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

The policy assures that:

LOCATER YES NO

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. To the maximum extent appropriate, students with disabilities in public or private institutions or other care facilities are educated with students who are not disabled (§ 300.550). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. Special classes, separate schooling, or other removal of students with disabilities from the regular environment occurs only when the nature or severity of the disability is such that education in regular classes, even with the use of supplementary aids and services cannot be achieved satisfactorily (§300.550 and AAC R7-401). |

DEFINITION

Supplementary aids and services as used in this section means, aids, services, and other supports that are provided in regular education classes or other education-related settings to enable the children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.550-30.554.

Procedures include, but are not limited to:

Continuum of educational placements (§§300.551)

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. A continuum of alternative placements for K-12 special education and related services will include: |
| | | | ____ a. regular classes with supplementary aids and services |
| | | | ____ b. regular classes with resource or itinerant support |
| | | | ____ c. special classes |
| | | | ____ d. special schools |
| | | | ____ e. home instruction |
| | | | ____ f. instruction in hospitals, and |
| | | | ____ g. instruction in institutions |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. A continuum of alternative placements for preschool special education will include: |
| | | | ____ a. early childhood setting |
| | | | ____ b. early childhood special education setting |
| | | | ____ c. home |
| | | | ____ d. part-time early childhood/part-time early childhood special education |

LOCATER YES NO

- ___ e. residential facility
- ___ f. separate school
- ___ g. itinerant service outside of the home (optional)
- ___ h. reverse mainstream setting (optional)

Placement of a child with a disability (§§300.552 and AAC R7-2-401 (G))

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. Special education placement decision for a child with a disability, including a preschool child with a disability, will be made by a group of persons that includes:
___ (a) the parent(s)
___ (b) persons who are knowledgeable about the child
___ (c) persons who are knowledgeable of evaluation data, and
___ (d) persons who are knowledgeable of placement options. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. Special education placements will
___ a. be determined at least annually
___ b. be based on the child's IEP, and
___ c. be as close as possible to the child's home. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 5. The child will be educated in the school that he or she would attend if not disabled unless the IEP requires some other arrangement. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 6. The public agency will document consideration of any potential harmful effects of the placement on the child or the quality of services. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 7. A child with a disability will not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum. |

Nonacademic settings and services (§§300.553-300.306)

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 8. Children with disabilities will participate with non-disabled children in non-academic and extracurricular services and activities which may include meals, recess periods, and the services and activities to the maximum extent appropriate to the needs of that child. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 9. The children with disabilities will have available to them the variety of educational programs and services available to non-disabled children in the areas served by the public agency in nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities (§ 300.305). |

LOCATER **YES** **NO**

- | | | |
|--------------|---|---|
| <p>_____</p> | <p><input type="checkbox"/> <input type="checkbox"/></p> | <p>10. Students with disabilities will participate with non-disabled students in non-academic and extracurricular services and activities which may include: counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment of students, including both employment by the public agency and assistance in making outside employment available</p> |
|--------------|---|---|

PROCEDURAL SAFEGUARDS CHECKLIST

Public Agency: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

<u>LOCATER</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	A. The public agency ensures that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of free appropriate public education (§300.500(a).
_____	<input type="checkbox"/>	<input type="checkbox"/>	B. The parents of a child with a disability shall be given an opportunity to inspect and review all education records with respect to the identification, evaluation, educational placement, and the provision of FAPE to the child. (§300.501(a)(1).
_____	<input type="checkbox"/>	<input type="checkbox"/>	C. The public agency ensures that the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child (§300.501(c).
_____	<input type="checkbox"/>	<input type="checkbox"/>	D. The parents of a child with a disability have the right to obtain an independent educational evaluation of their child (§300.502(a)(1).
_____	<input type="checkbox"/>	<input type="checkbox"/>	E. A copy of the procedural safeguards notice shall be given to the parent, at a minimum, upon initial referral for evaluation, each notification of an IEP meeting, reevaluation of the child, and receipt of a request for due process under (§§300.507.300, 300.504(a).
_____	<input type="checkbox"/>	<input type="checkbox"/>	F. Parental consent shall be obtained if after a review of existing information, additional data are needed for an initial evaluation or reevaluation, and before initial provision of special education and related services (§300.505(a)(1).
_____	<input type="checkbox"/>	<input type="checkbox"/>	G. A parent or a public agency may initiate a due process hearing on any of the matters described in §300.503(a)(1) and relating to the identification, evaluation, educational placement of a child with a disability, and provision of FAPE (§300.507(a)(2).
_____	<input type="checkbox"/>	<input type="checkbox"/>	H. The public agency ensures that the rights of a child are protected by the assignment of an individual to act as a surrogate for the parents if <ul style="list-style-type: none"> _____ a. no parent (as defined in §300.20) can be identified _____ b. the public agency, after reasonable efforts, cannot discover the whereabouts of a parent, after having made three documented and reasonable attempts. _____ c. the child is a ward of the State under the laws of the State (§§300.515(a); ARS 15-763.01).

LOCATER**YES NO****Definitions**

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. "Consent" means
_____ a. the parent is fully informed of all information relevant to the activity for which consent is sought, in his or her native language or other mode of communication
_____ b. The parent understands and agrees in writing to the activity for which consent is sought
_____ c. the consent describes the activity
_____ d. the consent lists the records (if any) that will be released and to whom
_____ e. the parent understands that the consent is voluntary and may be revoked at any time
_____ f. if a parent revokes consent, that the revocation is not retroactive, meaning that the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked (§300.500(b)(1)
_____ g. Parental consent for initial evaluation will not be construed as consent for initial placement (§300.505(2). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. "Evaluation" means
_____ a. procedures used in accordance with §§300.530-300.536 to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs (§ 300.500(b). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. "Personally identifiable" means that the information includes
_____ a. the name of the child, the child's parent, or other family member
_____ b. the address of the child
_____ c. a personal identifier, such as the child's social security number or student number
_____ d. a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty. (§300.500(b)(3). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. "Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child (§300.502(a)(3). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 5. "Public expense" means that the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with FAPE (§§ 300.502(a)(3) and 300.301). |

LOCATER YES NO

Procedures include, but are not limited to:

Parent participation in meetings (§§300.345 and 300.501)

- _____ ☐ ☐ 6. The public agency will take steps to ensure that one or both of the parents are present at each meeting or are given the opportunity to participate by
- _____ a. notifying parents of the meeting early enough to ensure that they will have an opportunity to attend, and
- _____ b. scheduling the meeting at a mutually agreed time and place (§300.345(a).
- _____ ☐ ☐ 7. The meeting notice will
- _____ a. indicate the purpose, time, and location of the meeting
- _____ b. indicate who will be in attendance
- _____ c. inform the parents of the provisions in §300.344(a)(c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child) (§300.345(b)(1)(2).

Parent involvement in placement decisions (§300.501)

- _____ ☐ ☐ 8. The public agency will make reasonable efforts to ensure that the parents understand, and are able to participate in, any group discussions relating to the educational placement of their child, including arranging for an interpreter for parents with deafness, or whose native language is other than English (§300.501(c)(5).
- _____ ☐ ☐ 9. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the public agency will use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing. (§300.501(c)(3)
- _____ ☐ ☐ 10. If the public agency is unable to obtain the parent's participation in the placement decision, the public agency will have a record of its attempt to ensure their involvement. (§§300.345(d) and 300.501(c)(4).

Independent educational evaluation (§300.501)

- _____ ☐ ☐ 11. If a parent requests an independent educational evaluation at public expense, the public agency will, without unnecessary delay, **either**
- _____ a. initiate a due process hearing under 300.507 to show that the agency's evaluation is appropriate, **or**

LOCATER YES NO

- _____ ☐ ☐ _____ b. ensure that an independent educational evaluation is provided at public expense, unless the agency demonstrates in a due process hearing under 300.507 that the evaluation obtained by the parent did not meet agency criteria. §300.502(b)(2)(i and ii).
- _____ ☐ ☐ 12. Upon request for an independent educational evaluation, the public agency will provide to parents.
 _____ a. information about where an independent educational evaluation may be obtained.
 _____ b. the agency criteria (§300.502(a)(2).
- _____ ☐ ☐ 13. If the parent obtains an independent educational evaluation at private expense, the results of the evaluation
 _____ a) will be considered by the public agency in any decision made with respect to the provision of FAPE to the child.
 _____ b) may be presented as evidence at a hearing regarding the child (§300.502(c)(1 and 2).
- _____ ☐ ☐ 14. Cost of the independent educational evaluation will be at public expense if requested by a hearing officer (§300.502(d)

Agency criteria (§300.502)

- _____ ☐ ☐ 15. If an independent educational evaluation is at public expense.
 _____ a. the criteria under which the evaluation is obtained will be the same as the criteria the public agency uses when it initiates an evaluation, including the location of the evaluation and the qualifications of the examiner.
 _____ b. the criteria will be consistent with the parent's right to an independent educational evaluation (§300.502(e)(1)
 _____ c. the agency may establish a range of payment for independent educational evaluations.
- _____ ☐ ☐ 16. The public agency will not impose other conditions or timelines related to obtaining an independent educational evaluation at public expense (§300.502(e)(2).

Prior notice by the public agency (§300.503)

- _____ ☐ ☐ 17. Prior written notice will be given to parents a reasonable time before the public agency **proposes or refuses** to initiate or change the
 _____ a. identification
 _____ b. evaluation
 _____ c. educational placement of a child with a disability
 _____ d. provision of FAPE. (§300.503(a)(1)

<u>LOCATER</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	18. Prior written notice will be given to the parent at the same time the public agency requests parent consent, if the prior written notice relates to an action proposed by the agency that also requires parental consent (§300.503(a)(2)).
_____	<input type="checkbox"/>	<input type="checkbox"/>	19. The content of the prior written notice will contain _____ a. a description of the action proposed or refused by the agency _____ b. an explanation of why the agency proposes or refuses to take the action _____ c. a description of any other options that the agency considered and the reasons why those options were rejected _____ d. a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action _____ e. a description of any other factors that are relevant to the agency's proposal or refusal _____ f. a statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained _____ g. sources for parents to contact to obtain assistance in understanding these provisions (§300.503(b)(1-7)).
_____	<input type="checkbox"/>	<input type="checkbox"/>	20. The prior written notice will be written in language understandable to the general public (§300.503(c)(1)(i)).
_____	<input type="checkbox"/>	<input type="checkbox"/>	21. The prior written notice will be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so (§300.503(c)(1)(ii)).
_____	<input type="checkbox"/>	<input type="checkbox"/>	22. If the native language or other mode of communication of the parent is not a written language, the public agency will take steps to ensure _____ a. that the prior written notice is translated orally or by other means to the parent in his or her native language or other mode of communication _____ b. That the parent understands the content of the prior written notice _____ c. that there is written evidence that the requirements of (a) and (b) have been met (§300.503(c)(2)(i-iii)).
Procedural safeguards notice (300.504)			
_____	<input type="checkbox"/>	<input type="checkbox"/>	23. A copy of the procedural safeguards notice will be given to the parent, at a minimum _____ a. upon initial referral for evaluation _____ b. upon each notification of an IEP meeting _____ c. upon reevaluation of the child _____ d. upon receipt of a request for due process under §300.507 and 300.504(a)(1-4)

LOCATER

YES **NO**

☐
☐

24. The procedural safeguards notice will include a full explanation of all of the procedural safeguards available under the law, relating to
- a. independent educational evaluation
 - b. prior written notice
 - c. parental consent
 - d.

CONFIDENTIALITY OF INFORMATION CHECKLIST

Public Agency: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

The policy assures that:

LOCATER **YES** **NO**

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. Parents may inspect and review any educational records relating to their children that are collected, maintained or used by the agency. Without unnecessary delay, the public agency shall comply with parent request and in no case more than forty-five days after request (§300.562). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. Procedures shall be established and implemented to protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. (§300.572)(a). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | C. Parents may request amendment of records if they believe information in records is inaccurate, misleading or violates the privacy or other rights of their child (§300.567). |

Confidentiality of information (§§300.560-300.576)

Procedures include, but are not limited to:

LOCATER **YES** **NO**

Access rights (§300.562)

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. Responses to reasonable requests for explanations and interpretation of educational records will be provided to parents. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. Parents will be given copies of records if failure to provide copies would prevent parent from inspecting and reviewing records. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. A parent's representative will be given an opportunity to inspect and review the educational records. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. The public agency may presume parent has authority to inspect and review records relating to his or her child unless the agency has been advised that the parent does not have the authority under applicable State law. (e.g., guardianship, separation, divorce) (§§ 300.562)(c)-ARS 15-761 (21)-AAC R7-2-405 (8) and AAC R7-2-401 (22). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 5. A parent request for records will be provided without unnecessary delay, before any meeting regarding IEP or any hearing, and in no case more than 45 days after the request. |

LOCATER YES NO**Notification of rights parents and eligible students (§300.561)**

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 6. Notice will be distributed in the native languages of the various population groups in the public agency (§ 300.561(a)(4). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 7. The public agency will inform parents by publishing a notice or announcement in newspapers or through other media, or both, with circulation adequate to notify local parents before any major identification, location, or evaluation activity (§300.561)(b). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 8. The Annual Notice will contain the following components: <ul style="list-style-type: none"> _____ a. parents and eligible students have the right to inspect and review the student's education record (§99.7 and §300.564). _____ c. the procedure for exercising the right to inspect and review the student's education record (§99.7) within 45 days (§§99.10 - §300.521 and §300.528). _____ d. parents and eligible students have the right to seek amendment of the student's education record that is believed to be inaccurate, misleading, or in violation of the student's privacy rights (§99.7 and §300.567). _____ e. the procedure for requesting amendment of the record (§99.7). _____ f. parents and eligible students have the right to give consent before the release of personally identifiable information (except to the extent that the Act and §99.31 authorize disclosure without consent) (§99.7). _____ g. if, under, the agency discloses information in the optional situations without prior consent, the notice must also include specification of criteria for determining who constitutes a school official (§99.31(a),and _____ h. what constitutes a legitimate educational interest (§99.7(a)). _____ i. notice that rights regarding records transfer at age 18 (§99.5(a) §300.574(b). |

Record of access (§300.563 and records on more than one child §300.564)

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 9. The public agency will keep records of parties obtaining access to records, collected, maintained and used including name, access date, purpose for access. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 10. If a record has information on more than one child, parents have a right to inspect and review only the information relating to their child. |

List of type and location of information (§300.565)

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 11. The public agency will maintain a list of types and location of educational records that are collected, maintained, or used and provide a copy of the list upon request (§300.565). |
|-------|--------------------------|--------------------------|---|

LOCATER**YES NO****Fees (§300.566)**

- _____ ☐ ☐ 12. The public agency will provide copies of records to the parent if failure to do so prevents the parent from inspecting or reviewing the records (§300.562)(b)(2).
- _____ ☐ ☐ 13. The public agency may charge for copies if the fee does not prevent inspection or review of the record (§300.566)(a).
- _____ ☐ ☐ 14. The public agency will not charge a fee to search or retrieve information (§300.566)(b).

Amendment of records at parent request (§300.567)

- _____ ☐ ☐ 15. A parent may request amendment of records if he/she believes that information in an education record is inaccurate, misleading, or otherwise in violation of student privacy or other rights.(§ 99.7) and (§300.567)(a).
- _____ ☐ ☐ 16. The public agency will decide whether to amend information within a reasonable period of time (§99.7) and (§300.567)(a).
- _____ ☐ ☐ 17. If the public agency refuses to amend, parents will be informed of the refusal and of the right to a hearing. (§300.567)

Opportunity for a hearing (§300.568)

- _____ ☐ ☐ 19. If the parent requests a hearing, the public agency will provide an opportunity for a hearing to challenge information in records.

Result of hearing (§300.569)

- _____ ☐ ☐ 20. After a hearing, the agency will inform parents in writing of its decision to amend an education record believed to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child (§300.569)(a).
- _____ ☐ ☐ 21. If the agency makes a decision not to amend an education record, the parents will be informed of their right to place within the record a statement commenting on the information or setting forth any reasons for disagreeing with the decisions of the agency (§300.569)(b).
- _____ a. the agency will maintain the statement with the record or contested portion and
- _____ b. if the records are disclosed, the explanation will also be disclosed (§300.569)

Safeguards (§300.572)

- | | | | |
|-----------------------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 23. The public agency will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. (§300.572) (a). |
| <u>LOCATER</u> | <u>YES</u> | <u>NO</u> | |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 24. An official will be designated to ensure the confidentiality of any personally identifiable information (§300.572) (b). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 25. All persons collecting or using personally identifiable information will receive training or instruction regarding policies and procedures under §300.127 and § 99. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 26. The agency will maintain a current list for public inspection of the names and positions of employees within the agency who may have access to personally identifiable information. (§300.572) (d). |

Destruction of information (§300.573)

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 27. The public agency will inform the parent when personally identifiable information collected, maintained or used is no longer needed to provide educational services to the child. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 28. The agency will destroy the information at the request of the parent. However, permanent record of name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. |

Children's rights (§300.574)

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 29. Children may be afforded rights of privacy similar to those afforded to parents, taking into consideration the age, of the student and type or severity of disability. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 30. If the rights accorded to parents are transferred to a student with a disability who reaches the age of majority, the rights regarding educational records in will be transferred to the student (§99) 5(a). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 31. In accordance with the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age eighteen. |

Disciplinary information (§300.576)

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 32. The public agency will include in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child . |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 31. The disciplinary information on students with disabilities will be transmitted to the same extent that disciplinary information is transmitted on nondisabled students. |

_____	<input type="checkbox"/>	<input type="checkbox"/>	32. The disciplinary statement may include a description of any behavior engaged in by the student, description of the disciplinary action take and any other information that is relevant to the safety of the student and other individuals.
<u>LOCATER</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	33. If a student transfers from one school to another, the transmission of any of the student's records will include the current IEP, current evaluation and any statement of current or previous disciplinary action that has been taken against the student.
_____	<input type="checkbox"/>	<input type="checkbox"/>	34. If a student transfers from one school to another, the transmission of any of the student's records to the receiving school will occur within the timeframe specified in State statutes and will not require the consent of the parent(s) (ARS 15-828(F-G)).

EXTENDED SCHOOL YEAR (ESY) SERVICES CHECKLIST

Public Agency: _____ Date reviewed: _____

Reviewed by : _____ Follow-up: _____

Policy assures that:

LOCATER YES NO

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. Extended school year services shall be available as necessary, to provide FAPE to a child with a disability (§300.309). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. Extended school year services shall be provided in accordance with §§300.340- 300.350, ARS 15-881. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | C. Extended school year services shall be provided only if a child's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child with a disability (§§300.309, 300.342-300.346). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | D. Procedures shall be established to implement ESY services for children with disabilities aged 3 through 21 (ARS 15-881, §§300.309, 300.340-300.340). |

DEFINITIONS

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. As used in this section, the term extended school year services means special education and related services that: are provided to a child with a disability: <div style="margin-left: 20px;"> _____ a. beyond the normal school year of the public agency;
 _____ b. in accordance with the child's IEP; and
 _____ c. at no cost to the parents of the child with a disability. </div> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. As used in this section recoupment means the amount of time required to re-learn skills included in the child's IEP following an extended break in instruction. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. The term regression means the reversion to a lower level of functioning in skills or behavior specified in the child's IEP, which results from an extended break in instruction, |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. The term critical learning stage means a developmental period in which a child has mastered a concept or skill in one setting and is ready to generalize what has been learned so that it can be applied in other situations. A critical learning stage exists if the child is unlikely to retain the concept or skill, in order to generalize what has been learned to other situations. |

LOCATER YES NO

Procedures include, but are not limited to:

Procedures for determination of ESY services (§§ARS 15-881 AND 300.309)

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 5. ESY services will be provided to prevent irreparable harm to the pupil's ability to maintain identified skills or behavior. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 6. When the child is in a "critical learning period" of development and when there is a "window of opportunity" that will be lost if services are not provided. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 7. The IEP team will determine, on an individual basis the services that are necessary to provide FAPE to the child with a disability. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 8. When ESY services will significantly enhance the child's ability to function independently. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 9. ESY services will not be limited to particular categories of disability |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 10. ESY services will not unilaterally be limited to the type, amount or duration of those services. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 11. ESY services will not be required for all children with disabilities |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 12. ESY services will not be based on need or desire for any of the following: |
| | _____ | | a. a day care or respite care service for children with disabilities. |
| | _____ | | b. a program to maximize the academic potential of a child with a disability |
| | _____ | | c. a summer recreation program for children with disabilities. |

Criteria for determination of eligibility for ESY services include:

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 13. Regression-recoupment factors; |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 14. Critical learning stages; |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 15. Least restrictive environment considerations; |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 16. Teacher and parent interviews and recommendations; |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 17. Database observations of the pupil; |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 18. Considerations of the child's previous history; and |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 19. Parental skills and abilities. |

LOCATER

YES NO

Methods to measure regression and recoupment include

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 19. Use a variety of types of measurement and strategies for assessing skills, abilities and behaviors. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 20. A collection of data:
_____ a. at the end of instruction;
_____ b. at the beginning of subsequent instruction; and
_____ c. at the time of recoupment. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 21. Any loss or reduction from the end of instruction to the beginning of subsequent instruction will be a measure of regression data. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 22. Any measurement from the beginning of the subsequent instruction to the time of recoupment will measure the recoupment data. |

Children with disabilities who are eligible for ESY

The IEP team will:

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 23. Identify goals/benchmarks/short term objectives; |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 24. Identify special education and related services needed; |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 25. Must determine the initiation, location, frequency and duration of services; and |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 26. Establish a date to review and document services. |

PRIVATE SCHOOLS CHECKLIST

Public Agency: _____ Date Reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATER YES NO

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. The public agency ensures that special education and related services shall be provided to a child with a disability who has been placed in or referred to a private school or a facility by the public agency (§§300.401-300.402). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. The public agency will not pay the cost of education, including special education and related services, of a child with a disability at a private school or facility if the public agency made FAPE available to the child and the parents elected to place the child in a private school or facility, unless the agency is required to do so by a court or hearing officer (§300.403). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | C. The public agency ensures that private school children, including religious-school children residing in the jurisdiction of the public agency will be located, identified and evaluated (§300.451). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | D. The public school will exercise administrative control of all property, equipment, and supplies that the public agency acquires with federal funds for the benefit of private school children with disabilities (§300.462). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | E. The public agency ensures that, if a placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, shall be at no cost to the parents of the child (§§300.302 and ARS 15-765). |

Procedures include, but are not limited to:

Children placed in private schools by public agencies (§300.349)

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. Before the public agency places a child with a disability, or refers a child with a disability to a private school or facility, the agency will initiate and conduct a meeting to develop an IEP in accordance with §§300.346 and 300.347. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. Before any student is placed in any private school or other public facility, the public agency will ensure a full continuum of alternative placements is available to meet the least restrictive environment (ARS 15-765). |

LOCATER	YES	NO
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- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. After a child with disability enters a private school or facility, any IEP meeting to review or revise the child's IEP may be initiated and conducted by the private school at the discretion of the public agency. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. A representative of the private school or facility will be invited to attend the IEP meeting. If the representative cannot attend, the public agency will use other methods to ensure participation by the private school or facility (§300.349(b)). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 5. If the private agency or facility initiates and conducts IEP meetings, the private school will invite the parents and a public agency representative. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 6. The public agency may use whatever State, local, Federal and private sources of support are available in Arizona to meet the requirements, such as joint agreements between the agencies involved for sharing the cost of placement of a student in a private residential facility (§§300.301) |

Determination and provision of services to students enrolled by their parents in private school when FAPE is an issue (§300.403)

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 7. Disagreements about whether FAPE was made available to a child with a disability and the question of financial responsibility are subject to due process procedures of §§300.507-300.514. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 8. If a court or hearing officer finds that the agency had not made FAPE available to the child in a timely manner prior to the parental enrollment in the private placement and orders the public agency to reimburse the parents for the cost of that enrollment, the public agency will comply. |

Determination and provision of services to students enrolled by their parents in private school when FAPE is not an issue (§§300.452 through 300.355)

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 9. No private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school (§300.454). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 10. No private school child with a disability is entitled to any service or to any amount of a service the child would receive if enrolled in a public school (§300.455(a)(3)). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 11. The agency will spend the same proportion of the agency's total subgrant under sections 611 and 619 as the number of private school children with disabilities residing in its jurisdiction is to the total number of children with disabilities in its jurisdiction |

LOCATER	YES	NO
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- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 12. If a child with a disability is enrolled in a religious or other private school and receiving special education or related services from the public agency, the public agency will:
_____ a. initiate and conduct meetings to develop, review, and revise a service plan for the child, in accordance with §300.455(b);
_____ b. invite a representative of the religious or other private school to attend each meeting; and
_____ c. if the representative cannot attend, the public agency will use other methods to ensure participation by the private school, including individual or conference telephone calls (§§300.454(c) and 300.403). |
|-------|--------------------------|--------------------------|---|

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 13. Public agency personnel providing services to private school children with disabilities will meet the same standards as personnel providing services in the public school (§300.455(a)(1)). |
|-------|--------------------------|--------------------------|---|

Child find for private school children with disabilities (§300.451)

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 14. The public agency will annually consult with private and parochial schools within its jurisdiction to determine how to conduct the annual count of how many private and parochial students have been determined eligible to receive services as a child with a disability. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 15. The public agency will locate, identify and evaluate all private school (including religious-school) children within the jurisdiction of the public agency. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 16. The child find activities implemented for private schools children with disabilities will be comparable to activities undertaken for children with disabilities in the public school (§300.451). |

Requirements concerning property, equipment, and supplies for the benefit of private school children with disabilities, (§300.462)

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 17. The public agency may place equipment and supplies in a private school for a period of time for the program. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 18. The public agency will be accountable for equipment and supplies placed in the private school and ensure that the equipment and supplies:
_____ a. are used only for Part B purposes; and
_____ b. can be removed from the private school without remodeling the private school facility. |

Residential placement (§§300.302 and ARS15-765)

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 19. The public agency may place a child with a disability in a public or private residential program to provide special education and related services. |
|-------|--------------------------|--------------------------|---|

<u>LOCATER</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	20. The placement will include non-medical care, room and board and placement will be at no cost to the parents' child (§300.302)
_____	<input type="checkbox"/>	<input type="checkbox"/>	21. Before any placement is made in a private residential facility, the public agency will ensure that a full continuum of alternative placements is available and the placement is least restrictive environment. (§ARS-15-765 (c).
_____	<input type="checkbox"/>	<input type="checkbox"/>	22. The IEP team and other qualified professionals will _____ a. review the existing data; _____ b. determine if additional data are needed, _____ c. determine eligibility or continued eligibility; _____ d. review and revise the IEP; and _____ e. includes exit criteria (ARS 15-765(G,K).
_____	<input type="checkbox"/>	<input type="checkbox"/>	25. A residential voucher application will be initiated in accordance with ARS 15-765 and ARS 15-1181.

GRADUATION AND PUPIL-TEACHER RATIOS CHECKLIST

Public Agency: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATER YES NO

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. The public agency ensures that the governing board shall prescribe criteria for graduation for students with disabilities which shall include accomplishment of the academic standards adopted by the State Board of Education in reading, writing, and mathematics (§ARS 15-701.01.B.). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. The public agency's governing board may adopt other criteria for students with disabilities including additional measures of academic achievement and attendance which are in addition to the courses of study and competency requirements prescribed by the State Board of Education (§ARS15-701.01) and (AAC R7-2301(D)(1) . |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | C. The public agency's establishes the following policy regarding allowable pupil-teacher ratios _____: (§ARS15-764 (A)(5). |

Procedures include, but are not limited to:

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. The public agency will not be obligated to provide FAPE to students with disabilities who have graduated from high school with a regular high school diploma (§300.122(3) §300.543.(c)). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. Graduation from high school with a regular diploma will constitutes a change in placement and requires prior written notice (§300.122) (3). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. A student with disability will complete the requirements in accordance with the academic standards adopted by the State Board of Education in reading, writing and mathematics. (§ARS 15-701.01.B.) |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. All students with disabilities will take Arizona's Instrument to Measure Standards (AIMS) at grades 3, 5, 8, and high school OR, for students in ungraded classes, at ages 9 years, 11 years, 14 years and 16 years |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 5. Each student's IEP team will determine the graduation test criteria on the AIMS. |

PRE-SCHOOL CHECKLIST

Public Agency: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATER YES NO

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. A Free Appropriate Public Education (FAPE) will be available to each eligible child by the child's third birthday or, in the case of a child unknown to the public agency prior to the third birthday, within 30 days of the determination of eligibility. (§300.342(c) (§ 300.121(c)(1)(i)). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | C. An individualized education program (IEP) or an individualized family service plan (IFSP) for each child will be in place prior to the provision of FAPE. (§300.121(c)(1)(ii)). |

Definitions

AzEIP means Arizona's Early Intervention Program and includes the Department of Economic Security (DES); Department of Health Services (DHS); State Schools for the Deaf and Blind (ASDB); Arizona Health Care Cost Containment System (AHCCCS); and Arizona Department of Education (ADE).

INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) means a written plan developed by a multidisciplinary team including the parent or guardian which includes a statement of a) the child's present levels of development, b.) the family resources, priorities, and concerns, c.) the major outcomes expected, d.) the specific early intervention services necessary and the method and environment of service provision e.) the projected dates of services, f.) the name of the service coordinator, and g) the transition plan (Government Services Contract No. 341 4.6).

Procedures include, but are not limited to:

LOCATER YES NO

For children transitioning from AzEIP into preschool

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. The public agency will participate in transition planning conferences arranged by the designated lead agency (§ 300.132 (c)). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | .2 At the transition conference, the educational agency representative will provide information about the full continuum of educational programs options for preschool children with disabilities (Government Services Contract No 341 5.1.2) (Head Start Agreement). |

<u>LOCATER</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	3. At the transition conference, the educational agency representative will provide the parents with eligibility requirements for preschool special education services including evaluation components and special education classifications. (Governmental Services Contract No 341 5.1.2).
_____	<input type="checkbox"/>	<input type="checkbox"/>	4. At the transition conference, the educational agency representative will provide the parent with a copy of the parent's rights and a copy of procedural safeguards that become effective on the child's third birthday. (Governmental Services Contract No 341 5.1.2).
_____	<input type="checkbox"/>	<input type="checkbox"/>	5. The educational agency representative will work with the parents to plan for visitations to possible preschool placement options and to establish tentative timelines for the child's transition into the preschool program. (Governmental Services Contract No 341 5.1.2.).
_____	<input type="checkbox"/>	<input type="checkbox"/>	6. The educational agency will complete necessary assessments and determine eligibility prior to the child's entering preschool but no later than the third birthday. (Government Services Contract No.341 5.2.2).
_____	<input type="checkbox"/>	<input type="checkbox"/>	7. The public agency will ensure the development of an IEP or IFSP prior to the provision of FAPE.
_____	<input type="checkbox"/>	<input type="checkbox"/>	8. The agency will invite the Service Coordinator for the child to attend the IEP/IFSP meeting (Government Services Contract no. 341 5.4).
_____	<input type="checkbox"/>	<input type="checkbox"/>	9. If an IFSP contains the necessary information and is developed under the §§ 300.341 – 300.346 (IEP) and the parents and the agency agree, the IFSP may be used in place of an IEP. (§ 300.342 (c)(i)(ii)).
_____	<input type="checkbox"/>	<input type="checkbox"/>	10. If, after a detailed explanation of the differences between an IFSP and an IEP, the parents choose an IFSP, the public agency will obtain written informed parental consent for its use (§300.342 (c) (2).
_____	<input type="checkbox"/>	<input type="checkbox"/>	11. If the child's third birthday occurs during the summer, the child's IEP team will determine the date when services under the IEP or IFSP will begin. (§ 300.121(c)(2)).

The Discipline Checklist is not finalized as it is very hard to get right.

We will provide you with this checklist as soon as we are sure about it.

Sorry.



DISCIPLINE CHECKLIST

Public Agency: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

<u>LOCATER</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	A. If a change in educational placement for disciplinary removal occurs for a child with a disability the public agency shall provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP. (§ 300.121 (d))
_____	<input type="checkbox"/>	<input type="checkbox"/>	B. All students shall comply with rules, pursue the required courses of study and submit to the authority of teachers, administrators and governing board (§ARS 15-841). Consideration shall be given to the change of placement requirement for students with disabilities.
_____	<input type="checkbox"/>	<input type="checkbox"/>	C. When a child with a disability is removed from his or her current educational placement a change of placement occurs if: _____ a. the removal is for more than 10 consecutive school days; or _____ b. the series of removals constitute a pattern because they cumulate to more than 10 school days in a school year, considering such factors as length of each removal, total amount of time, or proximity of the removal to one another (§300.519).
_____	<input type="checkbox"/>	<input type="checkbox"/>	D. When the removal of a child with a disability constitutes a change of placement, a review of the placement shall be conducted regarding the relationship between the student's disability and the behavior subject to the disciplinary action (§300.523).
_____	<input type="checkbox"/>	<input type="checkbox"/>	E. If an IEP team determines that the behavior of the student with a disability was not a manifestation of the disability, disciplinary action applicable to the students without disabilities shall be applied (§§300.524-300.525) except as provided in (§300.121) which requires the provision of FAPE to all students with disabilities who are suspended or expelled (§300.524).
_____	<input type="checkbox"/>	<input type="checkbox"/>	F. A child who is not been determined eligible for special education engages in behavior that violates any rules or code of conduct may assert any of the protections of a child with a disability pursuant to (§300.527).

LOCATER YES NO

Procedures include, but are not limited to:

FAPE for children suspended or expelled (§§300.121 and 300.520)

- _____ ☐ ☐ 1. The public agency may remove a child with a disability from school for his or her placement for 10 school days or less in that school year, if services are not provided to a child without disabilities who has been similarly removed.
- _____ ☐ ☐ 2. For a child with a disability who has been removed from his or her current placement for more than 10 consecutive school days in that school year:
- _____ a. the public agency will provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the IEP goals.
- _____ b. the IEP team determines the extent of services necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the IEP goals.(§300.121).

Change of placement for disciplinary removals (§300.519)

- _____ ☐ ☐ 3. For a child with a disability a change in placement occurs:
- _____ a. if a removal is for more than 10 consecutive school days **or** the child is subject to a series of removals that constitute a pattern because they are cumulative more than 10 school days in a school year; and
- _____ b. factors such as length of each removal, total amount of time the child is removed and the proximity of the removal to one another.(§300.519).
- _____ ☐ ☐ 4. If a disciplinary action of more than 10 consecutive school days is contemplated for a child with a disability who has engaged in behavior that violated any rule or code of conduct of the public agency:
- _____ a. the agency will convene an IEP meeting to review the behavior intervention plan and modify it, as necessary, to address the behavior, if the child already has a behavior intervention plan,
- _____ b. the IEP team and other qualified professional will either before or not later than 10 school days after taking the action, conduct a functional behavior assessment and implement a behavior intervention plan
- _____ c. the IEP team will convene an IEP meeting to develop an assessment plan and as soon as the assessments are completed, convene another IEP meeting to develop a Behavior Intervention Plan (BIP) and implement it.
- _____ d. the child's IEP team and other qualified professionals will conduct this review.

LOCATER YES NO**Manifestation determination review (§300.523)**

- _____ ☐ ☐ 5. In conducting a manifestation determination the IIEP team and other qualified personnel will first consider, in terms of the behavior subject to disciplinary action: evaluation and diagnostic results, including information provided by the parents, observations of the child and the child's IEP and placement.
- _____ ☐ ☐ 6. Based on the review of all relevant information IEP team and other qualified personnel may determine the child's behavior was **not** a manifestation of the behavior, if all relevant information indicates:
- _____ a. in relationship to the behavior subject to disciplinary action, the child's IEP was appropriately developed and implemented;
- _____ b. the child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to the disciplinary action; and
- _____ c. the child disability did not impair the ability of the child to control the behavior subject to disciplinary action.
- _____ ☐ ☐ 7. If the IEP team and other qualified personnel determine that **any** of the standards reviewed were not met, the behavior will **not** be considered a manifestation of the child's disability.
- _____ ☐ ☐ 8. A manifestation determination review will be done in situations involving drugs, weapons danger, or a change of placement. (§300.523).

Determination of interim alternative educational setting ((IAES) §300.522)

- _____ ☐ ☐ 9. A public agency may order a child with a disability to an interim alternative educational setting (IAES) for weapons or drug violations for the same amount of time as that of a child without a disability, but not to exceed 45 days.
- _____ a. the IAES will be determined by the IEP team
- _____ b. the IAES will be selected so as to enable the child to continue to participate in the general curriculum, and receive services specified in the IEP (§300.520)
- _____ ☐ ☐ 10. The public agency will remove a child with a disability for more than 10 school days in a school year provided they are not more than 10 consecutive school days and do not constitute a "pattern" (§300.520).

Parent appeal (§§300.525 and AAC R-2-7-405)

- _____ ☐ ☐ 11. If the parent of a child with a disability disagrees with the manifestation determination or any decision regarding, the placement, the parents may request a hearing. (§300.525).

LOCATER **YES** **NO**

_____ ☐ ☐ 12. The public agency will arrange an expedited hearing if the parent requests a hearing.

Protections for children who are not yet eligible for special education and related services (§300.527P)

_____ ☐ ☐ 13. The parent may assert any of the protections provided to children with disabilities if the public agency had knowledge that the child was a child with a disability before the behavior occurred:

- _____ a. the parent had expressed concern in writing;
- _____ b. the parent expressed concern orally if the parent does not know how to read;
- _____ c. the behavior of the child demonstrated the need for the services, in accordance with §300.7;
- _____ d. the teacher of the child or other personnel has expressed concern about the behavior or performance of the child; or
- _____ e. the parent of the child requested an evaluation

_____ ☐ ☐ 14. If a request for an evaluation is made during this time period in which the child is subjected to disciplinary action under §§300.520 or 300.521:

- _____ a. the evaluation will be conducted in an expedited manner
- _____ b. the child will remain in the placement determined by the school authorities until completion of the evaluation and eligibility determination.